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limited by its phraseology and by its numerous references to the philosophers from Socrates to James.

However, there is much to be said in its favor. The chapters on instinct, emotion, intellect, and will are well founded and suggestive. The chapter entitled "Self-Consciousness and the Social Order" is very well developed on the philosophical side. Some will regret that physiology does not find a wider use in the treatment of the problems of sex. In view of the present wide interest in the Freudian theory we would have welcomed some reference to the real or apparent relation of sex to conduct.

Dr. Tracy's handling of the religious phases of adolescence will be applauded by many as sanely "liberal." His attitude is reflected in the following:

What I want to insist upon is, that religion is a matter of thinking and feeling and acting; and, therefore, religion of some sort and degree is possible to every being capable of thinking, feeling, and acting, and capable of ideas, even though they be ever so rudimentary, about God and His relation to men [p. 186].

The final chapter, "The Pedagogy of Adolescence," is, as the author says, "intended as a logical deduction, or series of deductions, from the chapters that have preceded it." He pleads for "more meat and less milk" in the intellectual diet of adolescents. In his opinion children should be taught to think in the abstract. A closer contact with nature will do much to stabilize and enrich the moral and religious impulses of youth. He justly emphasizes the immeasurable influence of the personality of the teacher upon the adolescent pupil.

The author is not unaware of the theory of recapitulation and the doctrine of culture epochs, but he feels that a controversy would be out of place in his present treatment of the subject. "The purpose is mainly to intimate that for busy teachers there is another field whose cultivation, for the present at least, is likely to yield quicker and more valuable returns" (p. 23).

On the whole, the book is decidedly worth while, and will serve well those to whom it is addressed.

Australian view of American education.—An objective, impartial discussion from the outside is always clarifying to one who has habitually held only an inside view. Such a discussion¹ of American higher education, and to some extent our whole school system, has recently been written by Professor Holme of the University of Sydney, Australia. The occasion of the book is a report, made to the University of Sydney, of a preliminary survey of American universities.

The discussion ranges from broader topics of general administration, federal aid, and state support to the details of matriculation requirements, graduate work, and the problem of student dormitories. Professor Holme

¹ E. R. HOLME, *The American University*. Sydney, Australia: Angus and Robertson, Ltd., 1920. Pp. 242.

takes the view that American universities are attempting to bear too large a part of the burden of education, and that they would do well to confine their efforts more closely to the carrying on of advanced work. He says:

The high school does not carry the general education of the citizen sufficiently far. He wants more, and he goes to college for it. His tastes and needs may easily demand more than four years of secondary schooling can give him. The college, then, is forced to occupy itself with a good deal of secondary work. It constitutes whole classes for students who, except in point of age, should be at school for the work they are doing. It teaches them at enormous expense. They also impose upon it enormous burdens of administration. In particular, class-records of a school-like character have to be kept; and the teachers must be responsible for each pupil's progress and for his stimulation and correction, greatly after the methods used in schools [pp. 25—26].

In the administrative control of our higher institutions the author sees the reflection of American business organization. After a description of the staff of executives required by a large university he says:

Perhaps there is too much administrative machinery in America. Certainly some of it appears over-valued. To pay a professional dean more than a professor is to weaken the vital principle that teaching and the increase of knowledge are what a university exists for. To tempt good scholars out of professorships into administrative work, by means of apparently higher positions and actually higher salary, is surely bad policy. American academic critics are right when they claim that all deans should be elected by the teaching staff, and not merely appointed on nomination of the president, as is now the case [p. 45].

Professor Holme further adds:

I am quite satisfied that the American presidency ought not to be imported into any Australian university, however unsatisfactory the system now in operation [p. 46].

The concluding chapter discusses some of the precedents which would be of value for Australia to adopt. Among these are listed the dormitory, federal aid, some aspects of administration, graduate schools, and financial self-help.

The book will prove stimulating to any graduate of an American university. Its discussion of the relationship of the university to the lower schools will be of interest to public-school administrators.

The project as a basis of the elementary-school curriculum.—Progress in the science of education is largely dependent upon experimental work in the classroom. Laboratory theories must be put to the test of the real situation in the school and the results carefully evaluated before one can draw conclusions. Hence, accounts of experimental teaching will always be valuable. A new book¹ has recently been added to Lippincott's "School Project Series" dealing exclusively with a description of experimental teaching by the project method, which develops one of the many interpretations of the project.

¹ MARGARET ELIZABETH WELLS, *A Project Curriculum*. Philadelphia: J. B. Lippincott Co., 1921. Pp. ix+338.